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A STUDY OF SCHOOL ORGANIZATIONAL CLIMATE IN RELATION TO ACADEMIC ACHIEVEMENT OF ADOLESCENTS

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Abstract:

The present study aims to study the School Organizational Climate in relation to academic achievement of adolescents of Delhi and NCR region. The population for the study consisted of 11th standard students of government and private schools of Delhi and NCR. The sample consisted of a total of 200 students out of which 100 were girls and 100 were boys from four schools. The analysis and interpretation of the raw data, lead to certain findings that the school organizational climate and achievement are negatively correlated. The organizational climate of government schools differ significantly from the organizational climate of private schools. The academic achievement of boys differs significantly from the academic achievement of girls

Schools are social institutions within school organizations there are students, teachers, administrators, and many kinds of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role expectations of these groups and norms ascribed to them are different from each other. Infact, the relationships among many kinds of people in schools are varied and complex, only if those relationships are understood and generally accepted then the school organization function effectively. Every educational organization has a climate that distinguishes it from other schools and influences behavior and feel of teachers and students for that school.

Halpin and Croft (1963) used an analogy to define organizational climate that "climate is to the organization what personality is to the individual." They believe that a school's behavior, as an organization is organized and directed by its individual personality. Various researchers in school climate have built on or modified that perspective by identifying variables that they believe contribute to the overall school climate.

Katz and Kahn in their book, Social Psychology of Organizations (1966), state that organizational climate is developed by the organization. They say it reflects the struggles, both internal and external, the type of people who compose the organization, the work processes, the means of communication and the exercise of authority within the individual organization. Further, they recognize that it is easy to detect differences in the climate of organizations, but it is difficult to name the dimensions of these differences.

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Climate has been defined in various ways by authors as the perceived subjective effects of the formal system, the informal style of managers, and other important environmental factors on the attitudes, beliefs, values and motivation of people who work in a particular organization, personality of an organization, the atmosphere of the workplace, including a complex mixture of norms, values, expectations, policies, and procedures that influence individual and group patterns of behavior and generalized perceptions that people employ in thinking about and describing the organizations in which they work. As for schools, climate is a necessary link between organizational structure and teacher attitude and behavior.

Hoy et al (1991) reported "positive school climate has become part of the effective school rhetoric and is advocated by educational practitioners and reformers as a specific means for improving student achievement".

The theory itself may sound simple; create a positive school climate and students will succeed. Researchers have pointed out "a significant difference in student achievement between schools with a good school climate and those with a poor school climate." (Bulach et al) 1994. We, therefore, must identify the factors that enable a healthy school climate, and create them in every school, because that is the very quintessence of a good school.

The three essential P's of a healthy school climate are Place, People and Processes. When these three elements are complementary and are in consonance with each other, a congenial climate is created. Every school should aim at creating such a climate.

Its positive impact on children will manifest in their better learning and responsible behavior, which finally makes them, accomplished human being.

Need and Justification of the Study

The study of school climate provides the basis for the evaluation of the school. It is resultant accumulated effect of the ways in which the principal interacts with teachers and the way teachers interact among themselves and with the principal. The nature and quality of the interaction that take place among participants of school in terms of their role expectations actually generate school climate. Organizational climate is a crucial input in maintaining and raising school standards. For making classrooms as effective centers of teaching and learning, schools must be helped to move towards openness of the climate, and that is what this study is all about.

School climate has been studied by various Indian and foreign researchers but the researcher has come across very few studies dealing with school organizational climate.

School climate has been studied in respect to adjustment, self concept, achievement, aggression but academic achievement has not been studied in relation to school organizational climate.

Objectives

1. To find out the relationship between school organizational climate and academic achievement of 11th standard students.
2. To compare school organizational climate of government and private schools.
3. To compare boys and girls of 11th standard on the basis of their academic achievement.

Hypotheses

The researcher has formulated directional hypotheses for the present study.

1. There is significant relationship between school organizational climate and academic achievement of students of 11th standard.
2. There is significant difference between school organizational climate of government and private schools.
3. There is significant difference between boys and girls of 11th standard on the basis of their academic achievement.

Research Methodology

In the present piece of work the investigator has used the standardized tool for data collection, School Organizational Climate Questionnaire, (SOCDQ) by Prof. Motilal Sharma. Term end scores of the students of the particular school were taken as the academic achievement of the students. The population for the study consisted of 11th standard students of government and private schools of Delhi and NCR. Convenient sampling method was adopted for the selection of the schools and purposive sampling for the selection of students. The sample consisted of a total of 200 students out of which 100 were girls and 100 were boys. 50 students from each school were taken. Four schools were chosen for the purpose of the study namely- D.A.V Public School, Froebel Public School, Sarvodaya Bal Vidyalaya, Govt Senior Secondary School, New Delhi.

Statistical Techniques Used

For obtaining the objectives of the study the following statistical techniques were applied:

1. Mean
2. Standard Deviation
3. t- test
4. Pearson coefficient of correlation

Analysis And Interpretation Of Data

I. Study of the relationship between school organizational climate and academic achievement of the students

To indicate the relationship among the eight dimensions of school organizational climate and academic achievement from the data collected, the product moment coefficient of correlation was computed. The correlation coefficient 'r' for the relationship of each dimension of school organizational climate and academic achievement was computed.

Table 1

Showing Product Moment Coefficient of Correlation (r) between the dimensions of school organizational climate and academic achievement

S. No.	Independent Variable	Dependent Variable	Value of r
1.	DISENGAGEMENT	ACADEMIC ACHIEVEMENT	-0.293 **
2.	ALIENATION	"	-0.145
3.	ESPIRIT	"	0.279 **
4.	INTIMACY	"	-0.305 **
5.	PSYCHOPHYSICAL HINDRANCE	"	-0.305 **
6.	CONTROLS	"	-0.228 **
7.	PRODUCTION EMPHASIS	"	-0.272 **
8.	HUMANIZED THRUST	"	0.434 **

**Significant at 0.01 Level

$r = -0.293$, this value shows the negative relationship between organizational climate and academic achievement between DISENGAGEMENT dimension of school and academic achievement, which is indicative that, there exists a negative relationship between disengagement and achievement as the value obtained is showing this relationship between the two so which signifies that academic achievement is affected by this dimension of the climate.

$r = -0.145$, between ALIENATION dimension of school organizational climate and academic achievement, which points towards that, there exists no relationship between alienation and achievement as the value obtained is showing no correlation between the two so, it signifies that academic achievement does not affected by this dimension of the climate.

$r = 0.279$, this value indicates the positive relationship between organizational climate and academic achievement on ESPIRIT dimension of school organizational climate and academic achievement, which points towards that, there exists a relationship between Espirit and achievement as the value obtained is showing a positive relationship between the two which signifies that academic achievement is affected by this dimension of the climate. This means that the morale of the teachers is high, they accomplish their work with great vigor and pleasure and have a feeling of "let's get things done" in groups and obviously helpful in making students learning better with an increase in academic achievement.

$r = -0.305$, between INTIMACY dimension of school organizational climate and academic achievement, which points towards that, there exists a relationship between intimacy and achievement as the value obtained is showing a negative relationship between the two so, which

signifies that academic achievement is affected by this dimension of the climate. Here the intimacy of the teachers like involving the personal life with the professional life, talking about their personal life with staff members affects the achievement of students which make them distracted from their profession and hence result in decreasing of academic achievement.

$r = -0.305$, between PSYCHOPHYSICAL HINDRANCE dimension of school organizational climate and academic achievement, which points towards that, there exists a relationship between the dimension and achievement as the value obtained is showing a negative relationship between the variables, which signifies that academic achievement is affected by this dimension of the climate. This dimension includes the interference of routine duties of teachers with the job of teaching, exertion of pressure to do work according to the will of headmaster affects the students which then result in decrease in academic achievement.

$r = -0.228$ between CONTROLS dimension of school organizational climate and academic achievement, which points towards that, there exists a relationship between controls and achievement as the value obtained is showing a negative relationship between the variables, which signifies that academic achievement is affected by this dimension of the climate.

$r = -0.272$ between PRODUCTION EMPHASIS dimension of school organizational climate and academic achievement, which points towards that, there exists a relationship between the dimension and achievement as the value obtained is showing a negative relationship between the two, which is indicative, that academic achievement is affected by this dimension of the climate.

$r = 0.434$ between HUMANIZED THRUST dimension of school organizational climate and academic achievement, which points towards that, there exists a relationship between both the variables, as the value obtained is showing a positive relationship between the two, it indicates that academic achievement is affected by this dimension of the climate. In this dimension headmaster sets an example by working hard, he/she is well prepared when he speaks at school functions, explains the reasons for criticism to teachers, tells teachers of new ideas he has run across, he/she understands, favors teachers when needed and hence result in increase in academic achievement.

II. Study of difference in school organizational climate of government and private schools

In pursuance to second objective as previously stated, school organizational climate as measured by Sharma's school organizational climate questionnaire scale was compared for government and private

schools on the basis of the overall obtained score. The following table 2 shows the comparison.

Table-2

Means, Standard deviations, t-ratios of the government and private schools on the School Organizational Climate Scale

S. No.	Group	N	Mean	S. D.	t-ratio
1.	Government School	100	191.57	18.83	7.64 **
2.	Private School	100	149.27	52.01	[significant at 0.01 level]

The value of t-ratio is 7.64 which is significant at .01 level so, it indicates the acceptance of the hypothesis. So it can be interpreted that government and private schools differ on the basis of school organizational climate.

Singh, 1988 in his study of effectiveness of teaching in different school climates, found that the school organizational climate of private schools was much better than that of government schools.

III. Study of difference in boys and girls on the basis of academic achievement

It was hypothesized that there is a significant difference in the academic achievement of boys and girls that is on the basis of their overall score. Table 3 indicates the comparison.

Table-3

Means, Standard deviations, t-ratios of the boys and girls on the basis of academic

S. No.	Group	N	Mean	S. D.	t-ratio
1.	Boys	100	282.94	43.51	6.89**
2.	Boys	100	284.60	53.49	[significant at 0.01 level]

achievement

The value of t-ratio is 6.89 which is significant at 0.01 level and indicates the acceptance of the hypothesis. So, it can be interpreted that boys and girls do differ from each other on the academic achievement scale.

Major Findings

The findings of the relationship between school organizational climate and academic achievement of the students on the basis of eight dimensions related to school organizational climate are as follows:

- The Disengagement dimension of school organizational climate is related to the academic achievement of the students.

- The Alienation dimension of school organizational climate is not related to the academic achievement of the students.
 - The Espirit dimension of school organizational climate is related to the academic achievement of the students.
 - The Intimacy dimension of school organizational climate is related to the academic achievement of the students.
 - The psychophysical hindrance dimension of school organizational climate is related to the academic achievement of the students.
 - The Controls dimension of school organizational climate is related to the academic achievement of the students.
 - The Production Emphasis dimension of school organizational climate is related to the academic achievement of the students.
 - The Humanized Thrust dimension of school organizational climate is related to the academic achievement of the students.
- II. The organizational climate of government schools differ significantly from the organizational climate of private schools.
- III. The academic achievement of boys differs significantly from the academic achievement of girls.

Implications

The attempt has been made to derive implications based on findings of this particular study for school organizational climate in relation to the academic achievement.

The findings of the present study clearly revealed significant difference between climate of government and private schools and also revealed a significant difference between boys and girls on the basis of their academic achievement.

- I. Findings revealed that the school organizational climate and achievement are negatively correlated, which means that the affect of dimensions like Disengagement, esprit, intimacy, psycho-Physical hindrance, controls, Production Emphasis, humanized thrust is having an impact on students, which is affecting the academic achievement of the students, so

The schools should improve the atmosphere by equipped better and better staffed, so the students are more inclined to continue their studies in the same school.

To improve the Disengagement, the teachers should improve their mannerisms, should not interrupt and exert pressure on non-conforming staff members, should not take special favours from the headmaster, should not ask non-sensible questions while having staff meetings etc.

- To improve the intimacy among teachers, teachers should not involve his/her personal life with professional life.
- Psycho-physical Hindrance come when routine duties interfere with the job of teaching, headmaster exerts pressure that every work should be done according to his/her will. So a good relationship should be there between teachers and headmasters so that both of them can work together peacefully and happily.
- Controls should be there but in an acceptable manner, one should not force to follow a tight agenda while working, flexibility should be there. In case of Production Emphasis, the headmaster should involve teachers while making decisions rather than forcing them to do what he/she wants.

II. As according to the findings, the organizational climate of private schools is better than government schools, therefore;

- All government schools should maintain high standard by employing competent and dedicated teachers, should be given more freedom and financial support.
- Each school should try to increase the strength so that the maintenance of the teaching staff will be there and students will take interest when they will have separate teacher for each subject.
- Government schools are not properly maintained, they don't have the proper furniture, science, teaching aids or they are not adequate.
- The government schools should try to make the school library really useful in order to cater to the needs of the students.

For smooth working of the schools, there should be the closet relationship or cooperation between the headmaster and staff on one hand and the secretary and the managing committee on the other.

III. The findings revealed that there is a difference in the academic achievement of the boys and girls, academic achievement of girls is better than that of boys, therefore;

- The teachers should pay more attention to boys while teaching so that they will be alert all the time while teaching learning process is going on.
- Make lessons experiential and kinesthetic.
- Keep verbal instructions to no more than one minute.
- Use male mentors and role models, such as fathers, grandfathers, or other male volunteers.
- Let boys nurture one another through healthy aggression and direct

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